

**STUDENTS' AND TEACHERS' PERSPECTIVES ABOUT THE
USE OF L1 AT THE ENGLISH LANGUAGE EDUCATION
PROGRAM CLASS**

THESIS

Submitted in Partial Fulfillment
Of the Requirements for Degree of
Sarjana Pendidikan



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
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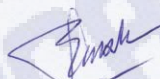

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**Students' and Teacher's Perspectives about the Use of L1 at the
English Language Education Program Class**

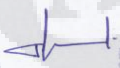
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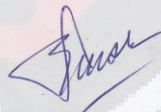
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Students' and Teachers' Perspectives about the Use of L1 at the English Language Education Program Class

Ong Neysa Christanti

Abstract

As English Department students at the Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga, we have to speak English during the teaching learning process. The use of Indonesian (L1) is not encouraged. However, the writer observed that the students and also teachers often code switched to L1. This study was conducted to find out the students' and teachers' perspectives of the use of L1 in English (L2) class at the English Department, Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga. It used a descriptive qualitative analysis method and the subjects were ten students of 2012 and 3 lecturers. The data were collected through semi structured interviews for both of the teachers and students.

Based on the students' perspectives, L1 helped them to understand the material well. It also built the students' self confidence for the shy learners and those who felt not mastering the L2. Based on the teachers' perspectives, L1 helped them to build good relationships between teachers and students. It also helped the teachers to explain difficult materials. Both of the students and teachers agreed that using L1 in the class is allowed if it is needed but students have to limit the use of L1 so that they can practice their English more.

Keywords: L1, L2

INTRODUCTION

In this globalization era, if we are able to speak only one language, it is not enough. People need another language to be able to speak with a wider community. Therefore, we have to learn other languages, especially English. If we go abroad, we need to prepare ourselves to speak especially English because English is the language that people can use to communicate in an international setting. It is important to learn English. Even some tourist destination countries in

South East Asia that still use English as a Foreign Language (e.g. Thailand, Vietnam, Indonesia, and Cambodia) are using English as the medium of communication between the tourists and the local people.

As a country that still uses English as a foreign language, Indonesia uses both of L1 (Indonesian) and L2 (English) in teaching and learning English. Public schools in Indonesia, excluding the international schools and immersion program schools, use Indonesian as the medium of communication between the teachers and the students. L1 is also one of the bridges in learning other languages. In the foreign language lessons, teachers still use L1 to explain the materials and help the learners understanding new terms (Schweers, 1999). It was easier to understand the materials in L1, especially the grammar materials. Since L1 is still used to help the students in learning L2, the code switching and mixing appear to help them understand the materials.

We use our mother tongue or L1 to help us explain or understand some terms that we could not understand in English. In Central Java, we use Indonesian and Javanese as our mother tongue. We need to use a language that can be understood by both parties and that is why L1 is the answer. When we switch the language from L2 into L1 and vice versa, it is called code switching.

We cannot avoid code switching to L1 that often happens in class, because the students' mother tongue is Indonesian (for Indonesian classes). Basically, we use our mother tongue (L1) more than the foreign language (L2). In the writer's experience in attending an English as a foreign language class, if the students did not understand about the explanation of a lesson, usually they would ask their

friends using L1, because students were afraid of asking the teacher using English if they could not speak English fluently. A study conducted by Horasan (2014) showed that the students who did not understand about the explanation of a lesson, usually they would ask their friends using L1, because students were afraid of asking the teacher using English if they could not speak English fluently.

Moreover, some students translated some difficult English words into Indonesian (L1) first in order to make them understand the material from the teachers. A study conducted by Xhemaili (2013) showed that sometimes students need to translate into their native language in order to understand better concepts that seem difficult for them. Harbord (1992), as cited in Benggu (2010), stated that translation is a natural phenomenon and an unavoidable process of second language acquisition even in non-formal education. Thus, the writer believes that L1 is important in order to encourage students in learning a foreign language. By using L1, the students can understand the material clearly and it means that they can learn English properly.

As a student of the English Department at Universitas Kristen Satya Wacana, the writer and other students also use L1 in their daily communication in class. Although students should use English and all of the classes use English as the medium of instruction and communication, there are many students who still use Indonesian (L1) to speak among students in the class. The students realize that they have to use English actively even though they feel difficult to share their opinion or thought in English.

The purpose of this study was to find out the use of L1 in L2 (English) class based on the students' and teachers' perspectives. The study would be useful for helping both students and English teachers to understand the use of L1 in the L2 class and to remind the readers to use L1 in L2 class wisely based on the teachers' and students' perspectives. This study was guided by this main question: "What are the students' and teachers' perspectives about the use of L1 in English Language Education Program class"

LITERATURE REVIEW

a. Code Switching

In our society, we often listen to a person who is using two languages communicatively during his/her speech. Bullock & Toribio (2009) defined code switching: "the alternating use of two languages in the same stretch of discourse by a bilingual speaker." It means that code switching happens among the speakers who have the same L1 and can speak the same L2. Milroy and Muysken (1995, p.7) in Horasan (2014, p.31) defined that Code Switching: "the alternative use of two or more languages in the same conversation by bilinguals." Zentella (1981, p.109) in Gulzar (2010, p.26) defined Code Switching: "The ability of bilinguals to alternate between the languages in their linguistic repertoire."

There are 3 categories of code switching according to Wardaugh (1992, p.106) in Hendrawan (2006):

- 1 Situational code switching

Meyerhoff (2006) stated that situational code switching happened when code switching was bordered by the place where the conversation will occur. And according to Wardaugh (1992) as cited in Hendrawan (2006), it occurred when the language used was changing according to the situation when the speakers spoke one language in one situation and another in a different one. Blom and John Gumperz (1972) as cited in Adian (2005) said that situational code switching occurred when there was a change of speakers, settings, or topic. While Hammers and Blanc (2000), as cited in Adian (2005), said that situational code switching happens when there is a change of topic or situation. For example, the students use English to speak with the teacher and switch to L1 while talking to their friends.

2 Metaphorical code switching

Trudgil (1983), as cited in Hendrawan (2006), stated that people will produce a different variety based on the subject that is discussed. Different from situational code switching, metaphorical code switching happens only when the changes focus on the topic (Widatiningsih, 2005 as cited in Wiryatmo, 2009). For example, when we discuss Indonesian artists with our friends, we use Indonesian and we switch to English when we talk about cities in the world. Here, the code switching occurs because the topic is changed.

3 Conversational code switching

Conversational code switching happens when the speakers change the use of languages in a single sentence without any change of topics. Hudson (1980) as cited in Nurhayati (2005) said that depend on the meaningful juxtaposition of

what speakers had, they consciously processed the communication according to the similarity of the grammar rules from both languages. For example, the Indonesian presenters in television often switch their language from Indonesian to English without any change of the topic because we are accustomed to use the words. For example, they say “*Jangan lupa untuk berolah raga pemirsa. Keep healthy and stay young. Sampai jumpa.*” Here, “keep healthy and stay young” is the same as “*tetap sehat dan tetap muda*” in Indonesian, the topic is not change also. They say “keep healthy and stay young” in the show maybe because the English version sounds more interesting than the Indonesian version.

According to Crystal (1987) as cited in Hendrawan (2006), a speaker switches from one language into another because he/she cannot express him/herself on one language, so he/she switches to the other language to get the similar expression. Heredia and Altarriba (2001, p.165) also stated that one of the most reasons of why speaker did the code switching was to “compensate the lack of language competence”. The speakers do code-switching because they do not know either language completely

Code switching tends to occur when the speaker is frustrated or tired or confused in some ways. Code switching also commonly occurs when the speaker wants to express the unity in each community. The relationship between the speaker and the listener is formed when the listener responds to the similar thing.

The phenomenon of code-switching or language mixing also frequently occurred in ESL/EFL contexts. In English as a Second Language country, English was used in daily conversation but people still use the mother tongue. On the

other hand, the L2 may have the same portion with the mother tongue, like in India or the Philippines.

“When the term English is a Second Language is used, the reference is usually to a situation where English becomes a language of instruction in the schools, as in the Philippines, or a lingua franca between speakers of widely different languages, as in India.” (Marckwardt, 1963 as cited in Nordquist, 2014)

Different from ESL, according to Richard Nordquist (2014), English as a Foreign Language can be defined as “a traditional term for the use or study of the English language by non-native speakers in countries where English was generally not the lingua franca or the mother tongue.” One of the countries that uses English as a Foreign Language is Indonesia.

“Indonesia, a former Dutch colony, used to emphasize the teaching of Dutch . . . The movement towards **English as a foreign language** began at independence, and English is now the main foreign language being learned in Indonesia.” (Nordquist, 2014)

In Indonesia, generally, English is not used as the media of daily communication but as the media of teaching and learning. Even, most of the English teachers in Indonesia still use Indonesian in explaining the materials in the English lesson.

In an EFL classroom context, it seems that code-switch the language could be helpful for the students learning. According to Horasan (2014), code-switching was used for all courses, commonly for clarification by the teachers and explaining understanding and jokes by students. Code-switching or mixing the language seemed to be helpful for both the students and teachers to communicate in class. It might help the teachers to deliver the material. On the other hand, code-switching seemed to be a useful strategy for the students to understand materials well.

b. L1 and Second Language Acquisition

L1 can be more than one language; it can be your mother tongue, the local language, and the official language. (Brutt-Griffler & Varghese, 2004). As we know that every country has its own L1, and when we are learning other foreign languages, the first language (L1) has a benefit role in the second language acquisition (Schweer, 1999). Also Ferrer (2000), as cited in Xhemaili (2013), stated that many teachers felt that the mother tongue had an active and a facilitating role to use in instructed second language acquisition/learning. Terence Doyle (1997) as cited in Schweers (1999) and in Xhemaili (2013) reported in his presentation at TESOL'97 that L1 was used approximately 90% of the time in their classes and 65% of the students preferred to use L1 in their classes. Mishra (2016) and Noor (1994) as cited in Xhemaili (2013) stated in their research that they found out that the learner's L1 is very determining the success of second language acquisition.

The L1 is a resource of knowledge which learners could use both positively and negatively to help them filter the L2 data in their brains and to represent the best they can in the L2. (Xhemaili, 2013). Brooks and Donato (1994, p.268) as cited in Halasa and Al-Manaseer (2012, p.71) said, "L1 use is a normal psycholinguistic process that facilitates L2 production and allows the learners both to initiate and sustain a verbal interaction with one another." In the foreign language lessons, teachers still use L1 to explain the materials and help the learners understanding new terms.

Moreover, Elsa Auerbach (1993, p.19) in Schweers (1999, p.6) and in Xhemaili (2013, p. 192) stated that “L1 gave a sense of security and validates the learners’ lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English.” Furthermore, Nation (2003) also stated that using L2 sometimes can cause embarrassment for the shy learners and those who feel not mastering L2. On the other hand, L1 helps the students to feel safe when they feel that they are not skillful in the L2. They will not feel intimidated when they cannot express their idea in English, because the students and the interlocutor have the same L1. According to Balitho (1983) as cited in Benggu (2010), L1 allowed the students to say what they really want to say. Sometimes, students know what they want to say, but it seems very difficult to express it in L2. That’s why they need to use L1 to share their idea. Then, when the speakers have known how to express in the L2, they will not feel intimidated and shy anymore, but they will have encouragement to keep using L2.

Another use of L1 is it can also build the cooperation among the learners. Even when the teacher has given the clear explanation, some students still do not understand the materials. In the writer’s experience in attending the English as a foreign language class, if the students didn’t understand about the explanation of a lesson, usually they would ask their friends using L1, because students were afraid of asking the teacher using English if they could not speak English fluently. Atkinson (1987) as cited in Benggu (2010) also stated that when a peer or a friend who understands the teacher’s explanation re-explains to the others using L1, the confused learners can understand the material better. In addition, they will study

together and will help each other when they need to. For the result, they can encourage each other to achieve higher level.

In learning L2, some students translated difficult English words into Indonesian (L1) first in order to make them understand the material from the teachers. A study conducted by Xhemaili (2013) showed that sometimes students need translation into their native language in order to understand better concepts that seem difficult for them. Harbord (1992) as cited in Benggu (2010) stated that translation is a natural phenomenon and an unavoidable part of second language acquisition even in non formal classroom learning. By translating some difficult words, students can learn new vocabularies in order to master the L2.

A study conducted by Xhemaili (2013) also showed that bringing L1 into the L2 class had made learning L2 appear to be less tensed and students were more comfortable; students also would be more courageous and willing to learn English. In addition, Roberts (1999) as cited in Halasa and Al-Manaseer (2012) suggested using dual language (bilingual) texts in the teaching and learning process. Some schools use text books in the bilingual edition now. According to Prodromou (2003), L1 was useful in L2 classroom situations as in giving instructions and classify activities. If the students do not get what they should do, they cannot do the task well. As the result, they tend to get less satisfying marks.

Overall, based on the study conducted by Schweers (1999) showed that the uses of L1 based on the students' responses were: to help students feel more comfortable and confident in learning L2, to check their understanding, and to describe new vocabulary items. While based on the teachers' responses, the uses

of L1 were: to explain the materials, to help students wrote better reports, to build relationship with the students, to be a model person who could spoke both L1 and L2 and used one of them whenever it was necessary or appropriate, and to let the students knew that the teachers valued and respected their native languages. Schweers also found in his study that using Spanish (L1) had led to positive attitudes toward the process of learning English and encouraged students to learn more English. Similar to the previous study, a study by Cipriani (2001) as cited in Pan and Pan (2010) showed that another use of L1 was to emerge oral participation between teachers and students. Her data also informed that the teachers used L1 to explain vocabulary, to communicate tasks, and to encourage students to speak in English.

Although some of the researchers and teachers had the opinion that L1 was acceptable in teaching and learning process, there was still a debate within the issue. On the other hand, some researchers found that L1 did not bring any advantage in learning L2. There would be an intervention from L1 in learning L2, it could be positive, but it could be negative. (Mishra, 2016). Noor (1994) in Xhemali (2013) also had the same idea. The differences between L1 and L2 made difficulty and error in learning L2, and those came from the intervention of the learner's L1 (Lee, 1968 in Mishra, 2006). Marton (1981, p.150) as cited in Introduction to Language Education (2009, p.15) supported the opinion that L1 intervened the acquisition of the L2 language systems by saying, "... there is never peaceful coexistence between two language systems in the learner but rather constant warfare, and that warfare is not limited to the moment of cognition, but

continues during the period of storing newly learnt ideas in memory.” Cook (2001) stated “Minimize the L1 in the classroom” and “Maximize the L2 in the classroom”, even “Ban the L1 from the classroom”. It was useful to support the students to use L2 maximally in class, especially in the speaking lesson, where the students should practice often so that they would be able to speak L2 more fluently and faster.

According to Atkinson (1987); Cook (2001); Swain and Lapkin (2000); and Wells (1999) as cited in Pan and Pan (2010), L1 should only be used to develop knowledge in the L2, to facilitate interpersonal interactions, and to improve efficiency. L1 could not have the same status as L2 in the classroom. In the other hand, the use of L1 should be limited. Another study that conducted by Horasan in 2014 showed that L1 was a tool that improved the learning progress in beginner levels and could be used to attract attention or for jokes, but should be removed as the students’ competence level increased. In the other hand, L1 should not be used in advance level because people understand that as advanced learners, the learners will have enough courageous and knowledge to speak in L2 fluently.

As a final result, this study confirmed the previous studies that: first, the L1 should only be used to maximize the L2 learning. Second, L1 is a factor that encourages internal relationship between the students and the teachers, and the last, L1 can be omitted when the learners reach advance level.

THE STUDY

This study was a qualitative descriptive research. Its purpose was to describe a phenomenon of teachers' and students' perspectives about the use of L1 in English as a foreign language class. Code Switching to L1 was used by the non-native teachers and students when they felt frustrated in explaining and learning difficult terms or lessons, such as grammar, which could be understood clearly by using the mother tongue or L1. The data were displayed descriptively based on the participants' opinions. The data analysis was interpretative analysis by categorizing data according to the emerging themes.

Context of the Study

This study was conducted at the Faculty of Language and Arts, Universitas Kristen Satya Wacana, Salatiga, Central Java, Indonesia. The writer found the phenomenon of the use of L1 in class since the students learn and speak English in the teaching and learning process. In this study, the writer was concern to the use of L1 in classroom situation. The goal of this study was to find out why the students and the teachers at the English Department of Universitas Kristen Satya Wacana applied L1 in the classroom and to find out what the teachers' and students' perspectives are about the use of L1 in classroom situation.

Participants

The subject of this research was the non-native English teachers and the students of 2012 in English Department of any class. The writer used convenience sampling technique and chose 10 students and 3 teachers to be the participants. The participants were chosen randomly because it gave an equal chance for them to be included as the subject of the study.

Instrument of Data Collection

The data for this research were collected through the semi-structured interview for both of the teachers and students about the use of L1 in class. The writer used the semi structure interview because the writer could add the additional questions according to the interviewees' responses. The questions for teachers were rather different from the ones for the students. The interview was around 5-15 minutes in each interview. The amount of the questions is 11 questions each. The writer used "Code Switching" rather than "L1", because in this interview, the interviewees had been told and known that the code switching was the process of changing form the use of L2 for communication into L1.

Interview question for the students:

1. Have you ever heard about the term code switching?
2. Have you ever done the Code Switching in the class?
3. How often do you use it in class?
4. Do you consciously do the code switching or suddenly do that?
5. When do you use it?

6. To whom do you use code switching?
7. What is your reason for doing code switching?
8. According to you, is code switching useful or not (hamper your learning process)?
9. Why?
10. Which is better? Using code switching or banning the use of L1 in the class?
11. Why?

In making the questions for the students, the writer was inspired by several studies. The third question was inspired from a study conducted by Horasan (2014). The data showed that students' usage of code switching was rather high. The seventh question was inspired from studies by Schweers (1999) and Xhemaili (2013). The eight and tenth questions were inspired by the statements from Cook (2001) who said that L1 should be banned from the classroom.

Interview question for the teachers: 1956

1. Have you ever done the Code Switching in your class?
2. How often do you use it in class?
3. Do you consciously do the code switching or suddenly do that?
4. When do you use it?
5. What is your reason for doing code switching?
6. According to you, is code switching useful or not (hamper the students' learning process)?

7. Why?
8. Do you agree if the students do the code switching in the class?
9. Which is better? Using code switching or banning the use of L1 in the class?
10. Why?
11. What language do you expect for the students to use in class? For example using English as the only language for communication in class

Similar to the questions for the students, the writer was inspired by several studies in making the questions for teachers. The second question was inspired from a study conducted by Horasan (2014). The data showed that teachers' usage of code switching was higher than expected. The fifth question was inspired from studies by Schweers (1999) and Xhemaili (2013). The sixth until ninth questions were inspired by the statements from Cook (2001) who said that L1 should be banned from the classroom.

Data Collection Procedure

The writer would do two kinds of interview, one for the teachers and the other one for the students. The main questions for the interviews for both the students and teachers were in English and some of additional questions were in Indonesian. The interviewee could answer the questions on both Indonesian and English. The questions for teachers and students were different. First of all, the writer made an appointment with the students who were already selected from the convenience sampling before doing the interview. The writers asked the 12

questions to the interviewee for around 15 minutes and the writer recorded the interview as the media to help the writer to get the answer from the interviewee. Second the writer also made appointment to the teachers who had been already selected from the convenience sampling before doing the interview for about 10-15 minutes, then the writer also recorded the interview. After that, the writer made the transcription of the recording and analyzed the answer from the interviewees.

Data Analysis Procedure

First, the writer interviewed 10 students and 3 teachers. Then the writer transcribed the recording using the clean transcription. Clean transcription means that the writer only focused on the content of the interview (Elliot, 2005). The data were transcribed verbatim, unless otherwise stated. Then the writer categorized the data into several themes such as: the students' perspectives about the use of L1 in English Department Class and the teachers' perspectives about the use of L1 in English Department Class. There were several theoretical frameworks that helped the writer in analyzing the data. They were studies that conducted by Schweers (1999), Nation (2003), Gulzar (2010), Xhemaili (2013), and Horasan (2014).

FINDINGS AND DISCUSSION

The students' perspectives about the use of L1 in English Language

Education Program Class

When we learn another language in this case English that is not our language, sometimes we use our mother tongue to help us understand some terms that we could not understand in English. L1 can be more than one language; it can be your mother tongue, the local language, and the official language. (Brutt-Griffler & Varghese, 2004). Here, for most of the people who live in Central Java, they use Indonesian or even Javanese to help them explain and understand the sentence or term that they cannot understand in English. Ms. M and Ms. E shared their experiences,

“My L1 is mixing from Javanese and Indonesian. Once, there was a statement in English that I did not get the meaning, I translated into Javanese, and finally I got the meaning.” (Ms. M)

“Once, my friend asked me and I explained to her. I did Code Switching from English to Indonesian, but she still did not get the meaning. Then I explained again in Javanese, finally she got the meaning.” (Ms. E)

Since the writer and the interviewees were students of English Department, and sometimes they felt difficult in expressing what they wanted to say in English, they used code switching to L1 when talking with others so they could understand each other. On the other hand, L1 allowed the students to say what they really want to say (Balitho, 1983 as cited in Benggu, 2010). This was supported by Ms. B, Ms. K and Ms. St who said in the following concept:

“I think somehow it (Code Switching) helps me to deliver my idea and if I forgot or don’t know some terms, I usually use Indonesian.” (Ms. B)

“It helps us to communicate with the lecturers. If there are any difficult words, it will be comfortable if we use Indonesian.” (Ms. K)

“When I feel difficult to speak in English then I will change my language into my L1 to make it easier in speaking.” (Ms. St)

Furthermore, when the students didn’t understand about the material, most of the students agreed that the teachers should use the code switching from English (L2) to Indonesian (L1) especially when they taught grammar and translation. Ms. St and Ms. V in the interview stated that:

“It seems that the teacher feels more comfortable and feels easier to teach in L1 (Indonesian). I think in teaching grammar and translation, the teacher needs to use L1 (Indonesian).” (Ms. St)

“So if the teachers do the Code Switching from English to Indonesian to explain the difficult statement, it will make me easier to understand what the meaning of those theories.” (Ms. V)

Horasan (2014) also stated that the students who did not understand about the explanation of a lesson, usually they would ask their friends using L1, because students were afraid of asking the teacher using English if they could not speak English fluently. Ms. E in the interview shared her experience when her friends asked her about the lesson, “I use Indonesian to help me in explaining something to my friend.” Moreover, Nation (2003) also stated that using L2 sometimes can cause embarrassment for the shy learners and those who feel not mastering L2. This factor encouraged the students to use L1. Ms. M and Ms. Er in the interview stated that:

"I'm not confident with my English. I use code switching to Indonesian because my grammar in English is not too good. Sometimes, my pronunciation is stray." (Ms. M)

"I use Indonesian in class. If we can't use the L1, we will feel frustrated especially if we do not master the difficult words. We may not communicate especially with the lecturers because we don't know how to talk with them." (Ms. Er)

Overall, this finding supported the study that was conducted by Schweers (1999) that showed that the uses of L1 based on the students' responses were: to help students feel more comfortable and confident in learning L2, to check their understanding, and to describe new vocabulary items. However, some students disagreed because they thought that as the English Department students, they needed to practice English more rather than using the L1, so they needed to limit the amount of using Indonesian in communicating with others. Ms. B believed that if we don't use English more than L1 we will not be fluent in English.

"Because we are students at the English Department, if we use Code Switching to L1 too often, it will reduce the exposure of English, while we need to emphasize on English, so we need to practice more in talking using English. If the teachers do not ban the use of L1 in the class, usually that student will use L1 continuously, because it's more comfortable, it's more fun, it's easier."

This argument also supported by Ms. St and Ms. S that said:

"Actually it's hamper my learning process because it will make like a habitat using 1st language in learning English. I think it would be better if we do not use L1 in the class, because we as English students, we learning English and we have to develop our English, our practicing in English, so that's why I think that using L1 in the class should be banned." (Ms. St)

"Because I'm English Department student who supposed to train my speaking skill, to improve my speaking skill, and if I use Indonesian, I cannot really improve my speaking skills, I think." (Ms. S)

On the other hand, the students believed that L1 determined the success of second language acquisition. The intervention from L1 in learning L2 could be

positive, but it could be negative (Mishra, 2016). The students agreed that L1 helped them in communicating and understanding the lessons but when they realized that using L1 was comfortable, unfortunately, they tended to use L1 all the time rather than encouraged them to learn English and might not focus on learning the target language (L2). So, they had to limit the use of L1 in order to master the L2, especially in speaking.

The teachers' perspectives about using L1 in English Language Education Program Class

After we know students' perspective about L1, now we are going to know teachers' perspectives about L1 because teachers also use L1 to help them deliver the material to the students (Schweers, 1999). The teachers agreed that they should use the L1 sometimes but not too much because it helped the students to check their understanding.

“Just to strengthen my students' understanding and to confirm that I have confided the materials very well to my students. So the point is to clarify my explanation.” (Ms. L)

“I know that some students are talking to their friends asking about or confirming what they understand is similar to their friends' understanding, then I need to ask them, “do you still have any question” or “do you still have problem?” then “you can ask me” and usually they will ask and then I have to explain it in bahasa Indonesia.” (Ms. S)

Ms. L believed that it helped her to explain the material more clearly because the students could get the gap of the material in their own language, but we need to underline that the teachers should use the L1 to deliver the material and when they felt frustrated in explaining the material.

“I would say that lectures who find or who feel desperate, who feel frustrated when students don't understand a point then they should switch

to bahasa Indonesia, the mother tongue in which all students must know what the teacher means.

It is very advantage for the students especially when they don't understand what I mean and they don't understand a phrase for example, so I will confide to them. Still if don't understand, I will use bahasa Indonesia as the last help." (Ms. L)

L1 also helps the teacher to build relationship between teacher and students, then the teacher will use some joke to make the learning process more relaxed and not tight especially for beginners. A study conducted by Gulzar (2010) found that teachers should not treat the use of L1 by themselves or by learners as a sin. Ms. T and Ms. L believe that:

"Why make it difficult and pretend like you don't know Indonesian? This is to optimal the learning process. L1 is not something evil, it's not evil. It's a big resource, especially for beginners, but sometimes even for advanced learners, in special context, L1 is important. That's to build kind of relationship with your students and also when you need to joke, that's important. For me, although for some courses, I try to use English all the time, especially speaking because I believe that exposure to English is very very important, then I still think that we can do that". (Ms. T)

"I wouldn't say that banning mother tongue is bad but I agree that students use English most of their time because they are learning English, right? What I mean by most of the time is when they find difficulties and they try to explain what's in their mind but they can't. They can switch to bahasa Indonesia, only for the last result or the last help" (Ms. L)

Horasan (2014) found that the teachers apply the code switching to L1 mostly for meta-language, which was a function to talk about grammar or language tasks. Teachers had the opinion that teaching grammar is a special case, because they can use L1 more. Furthermore, the more frequency of using L1 also happened when they taught beginner levels.

"Well, it depends. In translation, of course, I use a lot of Code Switching; in grammar, a lot of Code Switching. Maybe sometimes, I can use more Indonesian compared to English. You know when it is

difficult context, I explain in Indonesian, because I know they are all beginners.” (Ms. T)

“Well, because not all of our students have good academic background, they do not come from scopes that teach English since from the very early age, then I understand that. There are so many English background, then in that case then I need to make my explanation understood by them and if I think I need to repeat it once again in bahasa Indonesia, then I don’t mind. That is my reason.” (Ms. S)

Overall, this finding supported the study that conducted by Schweers (1999) that showed that the uses of L1 based on teachers’ responses were: to explain the materials, to help students write better reports, to build relationship with the students, to be a model person who could speak both L1 and L2 and used one of them whenever it was necessary or appropriate. Ms. S, Ms. T and Ms. L believed that the teachers had to know when they could use L1.

“It can be both. If there are too many Code Switching to L1 done by the teacher in the classroom, yes, it will hamper the students’ because then usually the students will also imitate what the teachers do. But if it is anxiously done because they need to know the very important information then I thought it is good.” (Ms. S)

“For me, because it’s EFL setting (English for Foreign Language) don’t use too much in general, only when it’s very important, so I think teachers also need to know when to use it.” (Ms. T)

“I understand, there is research showing that we tend to be back to our mother tongue, in this case Bahasa Indonesia or Javanese when we mingle with our friends, when we talk to close friends. I even talk in Javanese with some lecturers whom I feel close to, and I feel comfortable using Javanese, but yes for professional uses, like meeting, presentations we will use English.” (Ms. L)

As an addition, the teachers also gave advice to the students to master the L2.

“I’m afraid that our students nowadays they really rely on the teachers in classroom. Off classroom, they tend to use their Bahasa Indonesia more,

so my suggestion is that the students need to practice again and again. They need to listen a lot to any conversation from TV, radio, from recording, tapes in English. They need also to practice speaking with their friends, because our environments do not really push us to use English every day, every time.” (Ms. S)

“The key is deeper reading practices. The more they read or the more they listen, they watch films or programs in English, the more they will know.” (Ms. L)

”Just keep trying, that’s a normal stage. I used to like struggle too in expressing my thought in English and before in English Department the use of L1 in a way was banned, we had to speak in English all the time with our teachers, so every time in a way, it is good because it encourage us to speak English all the time.” (Ms. T)

The writer believes that L1 is important in learning process because it helps the student and the teacher to communicate, it helps the teacher to build relationship between teacher and student and the last, it helps the teacher to explain and clarify the difficult material for the students. But, the writer can say that using too much L1 rather than L2 is not good. Horasan (2014) said that L1 was a tool that fostered learning in beginner levels but should be removed as the students’ competence level increased. We also should decrease the amount of using L1 in the class in order to master the L2.

CONCLUSION

The aim of this study was to find out what the teachers’ and students’ perceptions’ are about the use of L1 in English Department class. The data were collected through interviews. The students realized that they have to use English actively and passively while they felt difficult to share their opinion or thought in English.

Some students also felt that study using English as the media of instruction and communication is not easy to be understood. The teachers also realized that by observing the students' behavior in class. Therefore, some of the teachers always ask their students if they could understand the materials or not. Then if the students still did not understand the materials, the teachers will re-explain using Indonesian.

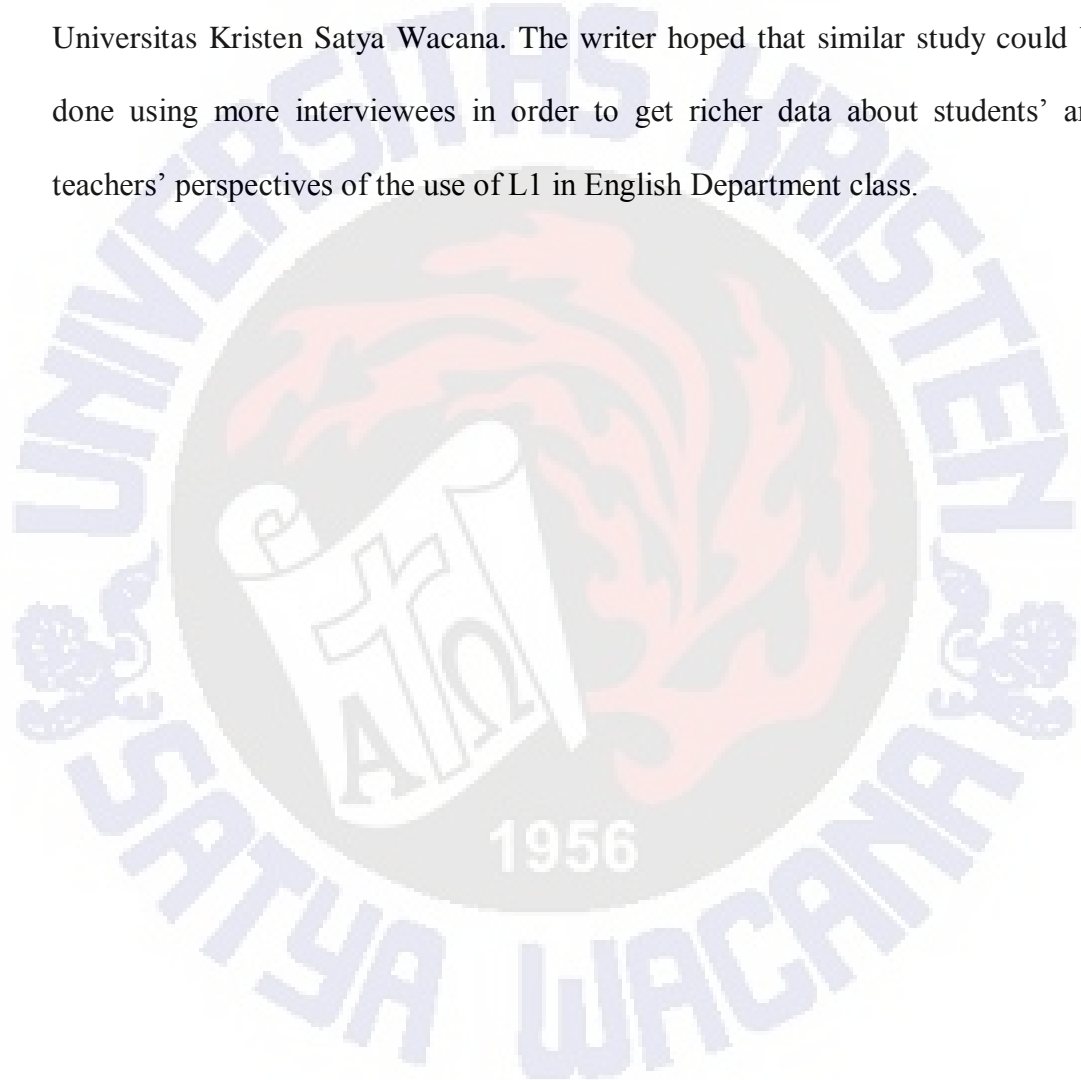
Most of the students agreed to use L1 in the class, while the others still thought that using L1 too much will reduce their capability in using English actively. Basically, the teachers did not mind if the students used L1 in the class. The teachers also believed that L1 is important in learning L2 and also built the relationship between teachers and students. But, as English Department students that were demanded to use English actively and passively, we should limit the use of L1 inside and outside the class to practice the L2. The teachers suggested that the students keep practicing their English by watching news, music, or films in English. The teachers also suggested that the students text the teachers and talk to the teachers during office hours using English, those ways will train the students in practicing their English.

As a conclusion, both teachers and students can use L1 if it was needed, like explaining the difficult materials so that the students can understand the materials better and joking. But, students also have to limit the use of L1 so that they can practice their English not only passively but also actively.

Finally, the writer hope that this study would be useful for helping both students and English teachers to understand the use of L1 in the L2 class and to

remind the readers to use L1 in L2 class wisely based on the teachers' and students' perspectives.

Since this study only focus on some students of 2012 and three teachers, it may not be generalizable across all of the students in English Department of Universitas Kristen Satya Wacana. The writer hoped that similar study could be done using more interviewees in order to get richer data about students' and teachers' perspectives of the use of L1 in English Department class.



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APPENDIX A

N: hai, what's your name?

B: my name is Brenda

N: Hi Brenda, I want to ask you about your perception about code switching. First, have you ever heard about Code Switching?

B: yes, of course. I ever heard it in sociolinguistic class

N: if yes, what do you think the Code Switching is?

B: Code Switching is like changing your language, for example you use your mother language and then you use the foreign language and vice versa

N: have you ever done the Code Switching in your class?

B: yes

N: what kind of class do you usually use the Code Switching?

B: I think almost all class especially like speaking sometimes

N: ok. So is it more than one class ya, why?

B: because I think somehow it helps me to menyampaikan my idea and if I forgot or don't know some terms, I usually use Indonesia

N: how often do you use the Code Switching in your class?

B: not to often

N: do you consciously do the Code Switching or suddenly do that?

B: Consciously do the Code Switching

N: why?

B: because somehow I couldn't find the term for example like I want to make a joke with my friends in the middle of the class and I don't know like 'kejlungub' and etc, for example something extreme like that, I don't know the term

N: when do you use it?

B: when I don't know the term and also when if I say it in English, the sense will be different so I usually use Indonesia

N: to whom do you use the Code Switching?

B: usually to my friends or to my lectures just if I couldn't explain what I really meant by what I said then I use Code Switching

N: what is your reason for doing the Code Switching?

B: mempersingkat waktu daripada mikir terlalu lama dan sebagainya, saya memakai Code Switching

N: ok. According to you, is the Code Switching useful or not? Not means hamper your learning process

B: I think it's really useful but if it... don't use it to over

N: why?

B: ya because we are in the English Language Faculty Department and if we use Code Switching too often, it will reduce our what is that... it can reduce the exposure of English, padahal sebenarnya kita memerlukan penekanan pada bahasa Inggris itu karena kita harus terus berlatih. Kalau kita keseringan boleh dikasih longgar pakai bahasa Indonesia, kita pasti bakal lebih memilih pake Indonesia, something like that

N: according to you, when is the proper time to use the Code Switching?

B: when it is really mendesak

N: in certain situation, have you ever found that Code switching brings you no assistance? Gak membantu, misalnya kamu ngomong bahasa Inggris lalu di switch ke Indonesia malah gak membantu, jadi kosakatanya kurang tepat, pernah ga?

B: di kelas? Di kelas belum pernah

N: kalau di luar kelas?

B: di luar kelas, mungkin kalau kaya di gereja, seumpama ada pendeta luar (luar negeri) lalu ada yang menterjemahkan kadang malah *rasane* kurang dapet itu artinya dari yang menterjemahkan, agak berbeda artinya dari yang aslinya, bahasa aslinya.

N: which is better: using the Code Switching or banning the use of L1 in the class?

B: actually I pro to banning the use of L1 in the class

N: why?

B: because the time of using English in here, especially in Indonesia and in Java, there's too little and if the teachers do not ban the use of L1 in the class, usually that student will use that (L1), because it's more comfortable, it'd more fun, it's more easy and something like that. Whereas, outside the class usually we don't use English. So, when we have the time to practice our English if in the class we can use Indonesian.

N: do you agree if there is a rule that students must not use the L1 in the class? kalau seandainya ada dan diberlakukan ketat menurutmu gimana, kamu setuju apa engga?

B: yes, very very agree

N: why?

B: because of that, the reason that I have mentioned before

N: according to you, should the Code Switching be used in every class?

B: no, we should use Code Switching when really really necessary

N: apakah kamu pernah ngomong bahasa Indonesia dengan native lecture?

B: never

N: kamu pernah ga ngambil kelas seorang dosen ternyata dosennya sering memakai bahasa Indonesia di FBS ini, pernah ga?

B: ya once. I experienced it once

N: what kind of class?

B: TLS (Teaching Learning Strategy)

N: karena kan kita sebenarnya sebagai anak FBS, diharapkan bahkan diharuskan memakai bahasa Inggris dalam proses belajar mengajar di kelas dan bahkan di luar kelas pun mungkin juga iya ya supaya melatih kita fasih berbahasa Inggris, but according to you Code Switching ini akan dibiarkan berlangsung atau di stop?

B: lebih baiknya mungkin di stop dan dikurangi. Benar-benar jadi harus dibatasi. Kalau memang kepepet dan sangat diperlukan untuk Code Switching, ya bisa dipakai. Tapi kalau engga kan kita bisa pakai kaya sinonim atau explain the definition or something like that

N: selain ke bahasa Indonesia, pernah Code Switching ke bahasa lain?

B: bahasa Jawa

N: ok Brenda, thank you

B: your welcome

APPENDIX B

N: Hello, what's your name?

S: Erela

N: Hi Erela, I want ask you about your perception about code switching. have you ever heard about code switching?

S: ya, I've first time heard about code switching when I took the sociolinguistic class

N: If yes, what do you think the Code Switching is?

S: so Code Switching is when we switch our language into the other language. For example I speak to Indonesia and then I want to speak with my friends, I switch my language into bahasa Indonesia

N: oh gitu, okey

N: Have you ever done the Code Switching in the class?

S: yes

N: What kind of class do you usually use the Code Switching?

S: actually all of the classes I use code switching

N: oh jadi, more than 1 class ya? Why?

S: because if I use the code switching it make me enjoy to communicate with each other

N: How often do you use the CS in the class?

S: very very often

N: very often? Very very very often?

S: Very very very often

N: Do you consciously do the code switching or suddenly do that?

S: suddenly do that

N: oh, why?

S: because I think code switching is unplanned so we unconsciously use code switching

N: okey

N: When do you use the code switching?

S: I think in learning process, like discussion, and ask a question with dosen

N: lecture?

S: ya ya

N: is it work? Maksudnya kamu melakukan di dalam kelas, hanya di dalam kelas atau di luar kelas juga?

S: lebih banyak di dalam kelas

N: tapi di luar kelas?

S: di luar kelas, kalau saya pribadi lebih ngeswitchnya bahasa Indonesia ke jawa

N: bahasa Indonesia ke jawa malah? ok

N: To whom do you use the code switching?

S: for my teachers

N: only for your teacher?

S: ya

N: ok

N: what is your reason for doing the code switching?

S: soalnya kalau pake CS kita lebih mudeng satu sama lain apa yang kita omongin, trus bisa jadi kan bisa bikin komunikasi kita tu nyambung, trus juga misalnya kalau ngomongnya yang susah susah, vocab-vocabnya susah kalau kita pakai bahasa inggris kan kita malah ga mudeng, gitu

N: Berarti itu berlaku ke teman ya? Kalau yang ke dosen?

S: ke dosen, CS apa ya? Klo dosen pakai CS kita lbh mudeng. Jd kita kalau pake CS jg k dosen, jd kita lebih kaya ngerasa percaya diri gitu

N: oh, pernah ga kalau dalam kelas gitu, dosennya yang non native ya tapi ya, yang non native tu pakai bahasa Indonesia buat nerangin pelajaran, pernah ga?

S: sering

N: sering?

S: iya sering

N: oh, okey. Itu kelasnya Cuma 1 atau beberapa kelas gitu?

S: lebih dari 1 sih. Soalnya kaya contohnya tentang, mereka nerangin tentang grammar, jadi kalau pattern-pattern tentang grammar mereka biasanya pakai bahasa Indonesia. Biar lebih mudeng kan muridnya kalau dan juga buat bercandaan, joke-joke gitu kan dosen jadi lebih gampang kalau dia bercanda pakai bahasa Indonesia daripada pakai bahasa inggris

N: oh gitu, ok. according to you, is the code switching useful or not, not means hamper your learning process?

S: very useful

N: ok. Why? In what way? For communication maybe?

S: ya for communication soalnya tadi kan aku sudah bilang soal biar komunikasi lebih nyambung, biar kita percaya diri, juga biar sambil belajar kita pakai bahasa inggris tapi diswitch ke bahasa indonesia

N: According to you, when is the proper time to use the code switching? Kapan sih waktu yang benar2 tepat untuk melakukan CS?

S: mungkin kalau waktunya ga terlalu formal dan ga terlalu informal. Kaya misalnya kalau pas konsultasi ke dosen, jadi itu kan ga terlalu formal tapi ga terlalu informal, jadi kita lebih bebas tanya apa tapi kita juga pakai bahasa Inggris buat belajar kita fasih gitu buat ngomong bahasa Inggris

N: itu berarti ngomong ke dosen, dosennya non native ya? Kalau native berarti full English?

S: kan juga di FBS ada yang native tapi mereka juga bisa pake bahasa Indonesia. Jadi ga masalah kok, menurut saya ga masalah kalau kita switch ke bahasa Indonesia

N: oh gitu

N: In certain situation, have you ever find that Code Switching brings you no assistance? ga membantu. Misalnya ngomong inggris di switch ke Indo (Indonesia) itu malah ga bantu, jadi kosakatanya kurang tepat, pernah ga?

S: ga pernah sih soalnya aku pikir kalau CS itu pasti berguna banget buat kita gitu

N: oh gitu

N: Which is better? Using the code switching or banning the use of L1 in the class?

S: klo menurut saya pribadi, lebih baik gunain code switching. Yang pertama kan kita masih belajar untuk ngeswitch bahasa Indonesia ke bahasa inggris atau sebaliknya. Kalau kita dibanning, kalau kita ga boleh pakai L1 di kelas, kita malah ngerasa kita tertekan apalagi buat siswa-siswa yang masih kurang menguasai beberapa vocab yang sulit, jadi mereka malah ngga berani untuk berkomunikasi apalagi sama dosen, karena mereka kurang menguasai vocab itu

N: ketakutan sendiri gitu ya ceritanya?

S: ya

N: okey. Do you agree if there is a rule that students must not use the L1 in the class? Kalau seandainya ada & diberlakukan ketat, kamu setuju engga?

S: nggak setuju

N: Why?

S: ya itu, saya sendiri kalau CS itu sangat membantu dalam berkomunikasi gitu, dalam proses pembelajaran dosen pun juga menurut saya harus pakai CS, walaupun dia native, tapi dia harus bisa nerangin studentsnya itu pakai Bahasa Indonesia, ngeswitch gitu ke bahasa Indonesia biar studentsnya itu lebih mudeng, lebih paham apa yang sedang dipelajari

N: oh gitu

S: jadi, kalau ada rule kayak gitu, kayanya nggak setuju

N: oh gitu

N: Should the Code Switching be used in every class? Jadi setiap kelas itu apakah harus ada code switching?

S: ya

N: harus ada? Termasuk misalnya speaking? Speaking?

S: kalau masalah speaking, mungkin kalau pas kita presentasi itu harus full inggris, tapi mungkin kalau kita dapat feedback dari teman atau dari dosen, mungkin bisa ngeswitch ke bahasa indonesia

N: oh gitu

S: biar lebih, dia bisa mengembangkan apa yang mereka kurang ketahui

N: Karena kan sebenarnya kita sebagai anak FBS, diharapkan bahkan diharuskan ya memakai inggris dalam proses belajar mengajar di kelas & bahkan diluar kelas pun mungkin juga iya, menggunakan bahasa inggris, supaya melatih kita fasih berbahasa inggris, tapi, according to you, Code Switching ini tetap akan dibiarkan berlangsung atau kalau kamu ngerti, itu harus di stop?

S: kayanya tetap masih diberlakukan, yang tadi saya bilang kan kita masih belajar, jadi kita perlu tambah-tambahan vocab, kalau misalnya kita distop, jadi saya pribadi kalau distop juga merasa kurang percaya diri kalau ngomong bahasa inggris gitu. Bagaimana caranya kita fasihnya emang, apa gimana, fasihnya ngomong bahasa inggris kalau ngga belajar dari ngeswitch-ngeswitch gitu

N: oh gitu. oke. Thank you for your time

S: yaa

N: okey2, thank you erella

S: you're welcome

APPENDIX C

N: hello ma'am, what's your name?

L: my name is Listyani

N: ma'am, I want to ask you about your perception about Code Switching. First, have you ever done the CS in your class?

L: actually, I seldom do that, but ya sometimes or I should say seldom

N: what kind of class do you use the CS?

L: most in my classes are do that when I see that students are don't really understand what I mean, so I will switch to bahasa Indonesia and I will ask them again in English, something like, "you got what I mean?" or "who understand what I mean?" ok and then they say yes and ok, I go on with English

N: how often do you use the Code Switching in the class?

L: seldom neysa, perhaps only 10-15% of my whole session

N: do you consciously do the CS or suddenly do that? Consciously here means you realize that you have to use CS to connect the understanding

L: yes, I do. So when I use CS, I do it consciously especially when I see that my students don't understand what I mean so I will switch to bahasa Indonesia

N: when do you use the CS?

L: just like my previous explanation neysa, so when I see that my students don't get what I mean, so I will automatically switch to bahasa Indonesia, but I will tell them, "ok, in bahasa Indonesia bla bla bla". So, I sonsciously do that

N: what is your reason for doing the CS?

L: just to strengthen my students' understanding and to confirm that I have confide the materials very well to my students. So, the point is to clarify my explanation

N: according to you, is the CS useful or hamper the students' learning process?

L: in certain cases, it is useful neysa. It is very advantage for them especially when they don't understand what I mean and they don't understand a phrase for example, so I will confide to them. Still if don't understand, I will use bahasa Indonesia as the last help

N: at least they tried first ma'am

L: right

N: according to you, when is the proper time to use CS?

L: I would say that lectures who find or who feel desperate, who feel frustrated when students don't understand a point then they should switch to bahasa

Indonesia, the mother tongue in which all students must know what the teacher means

N: do you agree if the students do the CS in the class?

L: students? You mean mahasiswa?

Yes and no

Yes when they find difficulties explaining their expression, like my own experience, neysa. When I was a student, I remember that time was, I'm not sure speaking 4 or 5 at that time, so high level speaking class and then I presenting something, and I didn't know the word 'menyisihkan' in English and I said, "I have to *menyisihkan*" and that time my teacher was Pak Pir. Do you know Pak Pir?

N: no

L: he's now teaching at FKIP. And then Pak Pir spontaneously help me, "put aside" and then I said, "oh yes, put aside", so when students don't understand what they said in English, it's ok they can use bahasa Indonesia but for discussion, for answering questions, I would say that they should use English, not bahasa Indonesia

N: which is better, still using the CS or gbanning the use of L1 in the class?

L: I wouldn't say that banning mother tongue is bad but I agree that students use English most of their time because they are learning English, right? What I mean by most of the time is when they find difficulties and they try to explain what's in their mind but they can't. They can switch to bahasa Indonesia, only for the last result or the last help

N: what language do you expect for the students to use in the class? For example using English as the only language for communication in the class

L: I would say both can be used. I mean both English and mother tongue or bahasa Indonesia or even Javanese for some expressions that they can't find well in bahasa Indonesia, because when they use English and I can't understand what they mean and then I would ask them to switch to bahasa Indonesia. And for discussion neysa, I think it's a good idea for them to use English. Why? Because they need to practice a lot. What I find in my classes is that many students use bahasa Indonesia or even Javanese, right? I understand, there is research showing that we tecd to be back to our mother tongue, in this case bahasa Indonesia or Javanese when we mingle with our friends, when we talk to close friends, I even talk in Javanese with some lecturers whom I feel close to, and I feel comfortable using Javanese, but yes for professional uses, like meeting, presentations we will use English

N: some students that I have interviewed before, said that they felt difficult in expressing their opinion or thought in English. Is there any suggestion for them ma'am?

L: perhaps, the more they read the more they will know how to express things in English, neysa. So, the key is deeper reading practices. The more they read or the more they listen, they watch films or programs in English, the more they will know "oh, I have to use this one to express this, or I have to use that expression to say this. The less they read or the less they watch program programs in English, including movies, the less they capable they will be in expressing their opinions or idiomatic expressions, things like that

N: What are the challenges of using CS in the class?

L: what do you mean by challenges, neysa?

N: obstacles, difficulties, or maybe the teacher that I have interviewed before said that most of the students when she used Indonesian in the class, the students also use Indonesian in the class

L: you mean the students are following the teacher?

N: yes

L: oh I see. Well, I will not say that using bahasa Indonesia is bad. Because it is our mother tongue anyway, right? But as I said before, as I explained before neysa, for me using bahasa Indonesia is ok, the mother tongue is ok, or even Javanese if they have difficulty expressing what is in their mind, but not to much. Still the focus or the target language is English, right? So, I have to admit that some teachers or some lecturers like to use bahasa Indonesia or even Javanese in teaching, but for me, personally, I would say that English is still the target language that I have to use in the classroom

L: semakin dekat seseorang, itu pasti bahasa ibunya akan semakin terpakai, kecuali janji pakai bahasa Inggris aja, itu ada penelitiannya. Kalau bu Henny Zakaria dulu, prinsipnya mother tongue itu tidak apa-apa. Tapi kalau saya kan target languagenya bahasa Inggris, saya berusaha pakai bahasa Inggris.

N: ma'am tapi kan kalau anak-anak di FBS di luar kelas ngomongnya sama dosen...

L: jangankan di luar kelas, di dalam kelas aja diskusi pakai bahasa jawa kok.

Nah itu kenapa neysa? Itu karena kita grow up dengan L1 dan teman sendiri masa kita inggris-inggrisan. The closer we are, the higher the tendency will be to use the mother tongue.

N: ma'am kalau di luar kelas kan, seharusnya di dalam kelas kan kita antara students ke teachers itu harus pakai bahasa Inggris ma'am. Tapi, kenyataannya lebih banyak menggunakan bahasa Indonesia di luar kelas, jadi waktu seperti saya ngomong ke ma'am pakai bahasa Indonesia. Sebenarnya harusnya bagaimana ma'am? Apakah tetap menggunakan bahasa Inggris atau bagaimana?

L: for me, the students talk to the lecturers outside the class, for me it's ok. Why? Because we tend to use our mother tongue, tapi kalau in the formal Teaching Learning Process, I recommend that both of students and lecturers use English

N: ok. Thank you ma'am

